

IDHS DIVISION OF TRAINING
Instructor I
PRACTICAL SKILLS AND EXAMINATION HANDBOOK



**EVALUATOR HANDBOOK FOR THE
INSTRUCTOR I PRACTICAL SKILLS**

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OBJECTIVE: The Job Performance Requirement (JPR's) Skills evaluation system is divided into Skill Stations based upon the subject headings within the certification standard. Each of the skill stations are further divided into skills Tests which are drawn from each component of the standard. This is an "Evaluation" and not a "Training Session". The candidate must satisfactorily pass each skill.

INSTRUCTORS AND EVALUATORS: Each Skill Test presented within this Skill Packet is based upon JPR's identified by The National fire Protection Agency (NFPA) 1041 standard and approved by the Indiana Board of Firefighting personnel Standards and Education.

1. An Instructor II/III serving as the Lead Instructor or Lead Evaluator are required to ensure the Evaluation and Testing are conducted according to the standard.
2. The Lead Instructor shall assign the candidate's topic for the skill test.
3. As part of the candidate's presentation the evaluator shall assign another candidate to cause some type of distraction that the candidate shall solve. The Evaluator shall control the type and amount of disruption. Examples; talking, phone going off, pen clicking or tapping, texting, interrupting.
4. Evaluator shall review with the candidate their recorded presentation at the conclusion of the candidate's practical skills test.

CANDIDATES: Candidates will receive results of the skills station immediately following the completion of each section in the practical skills test. Candidates have the option to retake any Skill Test at the end of the Evaluation Session or during a make-up session scheduled by the Instructor.

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Instructions for Fire Service Instructor I Practical Skill Exam

Requirements:

The Fire Service Instructor I candidate shall present a course of instruction using a prepared lesson plan of a Fire & Emergency Services related topic taught by the candidate to a class of firefighters or emergency personnel. Specific instructions are listed below.

Specific Instructions:

The presentation shall meet the following requirements:

1. The candidate's presentation shall be a subject from the Firefighter I-II curriculum and adapted to be completed within the allotted time.
2. The Lead Instructor shall assign the candidate's topic for the practical skill exam.
3. The candidate's presentation shall be not less than 15 minutes and not more than 20 minutes. The presentation shall include preparation, presentation, application, and evaluation steps of the Four Step Method of instruction.
4. The candidates shall use visual presentation aids. These may be in the form of a computer projected PowerPoint presentation, overhead transparencies, or 35 mm slides. Use of actual props as a visual aid is appropriate.
5. If a white board, chalk board or easel pad is used, the writing shall be large enough and legible to ensure all students are able to view.
6. The candidate's introduction of themselves is not to exceed one (1) minute.
7. No "ice breakers" or student introduction shall be allowed in the course of presentation.
8. The candidate shall identify the objective (s) to be accomplished during the course of the presentation.
9. The "student" audience shall at a minimum consist of at least three (3) firefighters. (These "students" may be actual recruit firefighters or they may be peers or superiors serving as "students")

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10. The lesson plan used in the presentation shall be from a prepared lesson adapted for this presentation that includes a demonstration of one practical skill by one student.
 - a. The candidate shall use a practical skill form for evaluating
 - b. Evaluation of skill shall be completed after the presentation
11. The candidate shall administer an oral and written exam to the class covering the material presented.
 - a. This shall be done after the presentation and shall not be done during the allotted 15-20 minutes.
 - b. Oral exam shall be no less than two (2) questions that shall be answered by at least two of the students
 - c. Written exam shall be no less than three questions that shall be answered by all of the students and collected by the candidate.
12. The following supporting documents must be submitted to the evaluator for grading:
 - a. A lesson plan of the class presentation
 - b. An electronic or paper black and white copy of any of the visual aids used during the candidate's presentation.
 - c. A copy of practical skill evaluation sheets used during the candidate's presentation.
 - d. A copy of the written exams and answer key administered by the candidate.
 - e. A completed copy of "sample training record" that is used during the practical skills exam.
 - f. A copy of an attendance roster for a training session.
13. During the evaluation step of the lesson, the candidate shall evaluate and provide results to the student and evaluator, and provide a completed training record for a performance skills evaluation.
14. Student's presentation shall be video recorded.
 - a. Evaluator shall review the presentation and offer feedback after completion of their practical exam.
 - b. Evaluator shall point out strengths and weaknesses, and offer suggestions for improvements.
 - c. Evaluator does not have to review entire recorded presentation. Important to review enough to point out strengths and weaknesses.

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Minimum equipment required for practical skills exam that shall be made available before commencing the evaluation.

1. Computer
2. Television or monitor for playback used by the evaluator during evaluation after the presentation
3. Projector and screen for visual aids
4. Any other visual aids that may be used by presenter (white board, chalk board, or easel pads)
5. Static display props
6. Video camera for recording presentation
7. Media storage supplies
8. Training props and equipment needed for skills evaluations
9. Separate room for playback/evaluation

Practical skills exam outline.

1. Candidate presents evaluator with required documents for review
2. Candidate's presentation
3. Administering an oral exam
4. Administering a written exam
5. Skills demonstration during presentation
6. Presenter evaluates skills and reports back to student
7. Evaluator review with presenter
8. Presenter completes "sample training record" for skills evaluated and provides to evaluator.
9. Candidate is advised pass or fail and any comments from the evaluators.

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Skill Sheet # 1, Preparation

The candidate shall demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aides, and evaluation instruments; adapt lesson plan to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

(NFPA 1041, 20037 Edition, 4.1.1, 4.2.1,4.2.2, 4.2.3, 4.3.1,4.3.2, 4.3.3, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5)

Equipment & Materials

- Audio visual equipment
- Lesson plan

Task Steps	
1.	Select audiovisual aids and equipment appropriate to the lesson
2.	Utilize correct policy and procedure to obtain teaching materials
3.	Chose presentation method appropriate to the objectives
4.	Assembled, prepared materials so they were ready to deliver the lesson
5.	Utilize an adapted, prepared and organized lesson plan
6.	Lesson plan objectives were met in the materials submitted for evaluation
7.	Was ready at the time of their presentation

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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Skill Sheet #2, Preparation

The candidate shall demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aides, and evaluation instruments; adapt lesson plan to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

(NFPA 1041, 20037 Edition, 4.1.1, 4.2.1,4.2.2, 4.2.3, 4.3.1,4.3.2, 4.3.3, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5)

Task Steps	
1.	Did the candidate present to the instructor a lesson plan that included: <ul style="list-style-type: none">a. Instructor guide for a presentation that is no less than 15 minutes and no more than 20 minutes in lengthb. Audiovisual aids and equipmentc. Practical skill sheets for the topicd. Any props that support the topice. Any other resource needed for the lesson
2.	Described to the evaluator the best learning environment arrangement for successful learning for your practical (lighting, distractions, climate control or weather, noise control, and seating)
3..	Prepared audiovisual equipment and/or teaching aides fro use and tested prior to class
4.	Ensured that recognized safety hazards are addressed. (This could be assigned at the beginning of the class for each student to do this at the beginning of each session)
5.	Presented the prepared lesson plan assigned by the Instructor

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Skill Sheet # 3, Activity

The candidate shall demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aides, and evaluation instruments; adapt lesson plan to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction. (NFPA 1041, 20037 Edition, 4.1.1, 4.2.1,4.2.2, 4.2.3, 4.3.1,4.3.2, 4.3.3, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5)

Task Steps	
1.	Utilized presentation methods specified by the plan
2.	Clearly presented intended objectives
3.	Demonstrated effective oral communication techniques <ol style="list-style-type: none">Audience-centeredGood development of ideasGood organization of ideasBest choice of wordsGood delivery skillsVocal characteristics (volume, rate, inflection)Vocal interference (include sounds such as uh, um, or er, and words such as well, like, and you know)Appropriate use of humor
4.	Maintained personal composure and professional demeanor. (stayed focused on topic, did not act inappropriate, use profanity or offensive language during the presentation)
5.	Adjusted to differences in learning styles, abilities and behavior
6.	Utilized coaching and motivational techniques
7.	Addressed disruptive behavior
8.	Utilized audiovisual equipment
9.	Smoothly transitioned between media and other parts of lesson presentation
10.	Operated audiovisual equipment so that It functions properly
11.	Completed instruction in the time frame provided (no less than 15 minutes and no more than 20 minutes)

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12	Presented and demonstrated skills that will be evaluated during the performance skills evaluation
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Skill Sheet #4, Evaluation

The candidate shall demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aides, and evaluation instruments; adapt lesson plan to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

(NFPA 1041, 20037 Edition, 4.1.1, 4.2.1,4.2.2, 4.2.3, 4.3.1,4.3.2, 4.3.3, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5)

Task Steps	
1.	Administered an oral test. (At the end of their presentation, the candidate shall ask two (2) questions to the class. The questions shall be answered by students)
2.	Administered a written test (at least three (3) questions)(students shall complete the written exam and the candidate shall collect the completed exams)
3.	<p>Administered a performance skills evaluation. (Evaluate another student performing the skill presented in the lesson plan using an evaluation form for the skill.</p> <ol style="list-style-type: none">1. Followed applicable testing/evaluation procedures2. Exercised fairness, confidentiality, and security in the testing3. Graded student skills evaluations based on the lesson plan4. Maintained accuracy and consistency in evaluating/grading5. Followed applicable evaluation/grading procedures6. Properly interpreted and communicated test results according to procedures7. Completed evaluation result form(s) correctly8. Followed applicable test result reporting procedures9. Forwarded evaluation form(s) to evaluator10. Provided student feedback based upon testing/evaluation results11. Provide feedback and coaching that is specific to each student12. Provided feedback that is timely and objective13. Provided feedback that is clear and relevant14. Included suggestions to improve future performance

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	15.Described how to maintain security of evaluation results and privacy of individual feedback .
4.	Completed training report with date, location, instructor, topic and student name
5.	Established documentation of attendance.

Note: Evaluator shall review, with the candidate at the end of their exam, the candidate's recorded presentation.

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Sample Training Record

Standard: NFPA 1041, 2007 Edition, 4.2.3 (B)

Note: The candidate must complete this training record, or a similar document, after the practical session and evaluation is complete. A training record shall be attached to the candidate's "Evaluator check-off form."

Course/Subject Title: _____

Instructor Name: _____ Number of Students _____

Training Location: _____ Training Date: _____

Equipment/Training Aids Used: _____

Describe the Training Given: _____

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Evaluator Signature (Candidate)

Date